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TITLE OF THESIS/TITRE DE LA THÈSE INNER CITY TEACHER AND PRINCIPAL PERCEPTIONS OF EDUCATIONAL PRACTICES

UNIVERSITY/UNIVERSITÉ ALBERTA

DEGREE FOR WHICH THESIS WAS PRESENTED/ GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE MASTER OF EDUCATION

YEAR THIS DEGREE CONFERRED/ANNÉE D'OBTENTION DE CE DEGRÉ 1974

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THE UNIVERSITY OF ALBERTA

INNER CITY TEACHER AND PRINCIPAL PERCEPTIONS OF EDUCATIONAL PRACTICES

by

© KATSUTOSHI GIL OISHI

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE

DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1974

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Inner City Teacher and Principal Perceptions of Educational Practices" submitted by Katsutoshi Gil Oishi in partial fulfilment of the requirements for the degree of Master of Education.

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Date August 30, 1974

ABSTRACT

The purpose of this study was to examine the perceptions of inner city teachers and principals in the Edmonton Public School System regarding educational goals, programs, and practices.

The instrument consisted of four parts. Part one dealt with five goals unique to the education of inner city students. Teachers and principals were requested to rank order the importance of these goals. Part two requested the respondents to indicate their desire for involvement in committee work, and their subsequent area of interest, given teacher released time and given an opportunity. Part three consisted of twenty questions which attempted to measure the respondents' perceptions regarding progressive educational practices. The last part of the instrument consisted of eight questions regarding personal-professional characteristics.

The data were primarily analyzed according to four statistical procedures which included Pearson product-moment correlation coefficients, one-way analysis of variance, Scheffé test of multiple comparisons, and frequency distributions.

Analysis of the data disclosed that the majority of inner city teachers were favorably qualified in terms of university education, origin of teaching certificates, teaching experience, and intrasystem mobility.

When mean progressivism scores were calculated for the teachers at each of the seventeen inner city schools, seven of the schools scored above the average of 7.22 and eleven of the principals scored above the same average. Principals tended to have higher

progressivism scores than their staffs.

When progressivism scores for various sub-groups of teachers were analyzed, differences in the means were most significant amongst sub-groups formed on the basis of (a) teachers' desire for involvement in committee work, (b) grade of the teacher, and (c) year of most recent university course.

Results showed significant correlations between teacher progressivism and (a) years of university, (b) year of most recent university course, (c) work experience in education, and (d) intra-system mobility.

In rank ordering the importance of five goals unique to the education of inner city students, results showed that both the teachers and the principals ranked the goals in the same order. Both groups gave highest priority to the goal which emphasized the importance of the student's positive self-concept.

Analysis of the data disclosed that the majority of inner city teachers and principals were interested in serving on program development committees for the purpose of improving educational opportunities for inner city youth.

ACKNOWLEDGEMENTS

The writer wishes to acknowledge his indebtedness to Dr. L.R. Gue for his advice and patient guidance throughout the preparation of this thesis. Thanks are extended to Dr. T. Aoki for his encouragement and intellectual interest in the study. The helpful contributions of Dr. C.S. Bumbarger are also appreciated.

Appreciation is extended further to Dr. T. Blowers, Mr. H.G. Chester and Mrs. K. St.Cyr of the Edmonton Public School System for their hearty assistance in the facilitation of this study.

Thanks are extended as well to Dr. E.A. Holdaway and Mrs. C. Prokop for their assistance in data processing and analysis.

The expertise of Mrs. Freda Penny in the typing of the first and final manuscripts is greatly appreciated.

In addition, the writer wishes to acknowledge the unfailing assistance, encouragement and affection of his wife Rose. Finally, the writer wishes to express thanks to his children, Gerrad and Tamara for their understanding and charm during this endeavor.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

Introduction

Now as in the past the goal of equalized educational opportunity remains a significant challenge in our democratic society. Webb (1972) points out that equalized opportunity does not mean the consistent exposure of the same educational program to every child; but rather it means that each child should have access to an educational program which is geared peculiarly to his needs. A report published by the British Columbia Teachers' Federation (1972:88) supports this premise by asserting that, ". . . the equal treatment of the unequals results in something less than equality of educational opportunity and may in fact be widening the gulf between the haves and the have nots."

Worth in his commission report (1972) also recognized the need to equalize educational opportunity. In this regard he emphasized the need to enrich the impoverished child who is all too frequently understimulated and consequently slow to develop. He relates his concern in this way:

> Another group with special needs among the learners of tomorrow will be those victimized by poverty although hopefully they will be fewer in number. We must make special allowances for persons from pockets of poverty in the inner city . . . .(1972:158)

As indicated in the introductory paragraph, the problem of equalizing educational opportunity is not a recent one. For example,

the United States Supreme Court outlawed racial segregation in public schools on May 17, 1954. Maxwell (1972), a specialist in Black studies, maintains that this mandate was one of the most significant catalysts in equalizing educational opportunity.

Holdaway and Seger (1967) recognized the importance of equalizing educational opportunities in Edmonton Public Schools when they examined the quality of resources available to schools located in high socio-economic areas as compared to schools in low socio-economic areas. This study led Holdaway and Seger (1967:119) to conclude that:

> The problems present in eliminating this inequality are many and severe and they warrant the best efforts, thought and consideration that educators can provide. The efforts of administrators should be directed toward the achievement of the distribution of educational resources which shall yield equalization of educational opportunity.

This brief summary of pronouncements concerning the significance of equalized educational opportunity confirms the need to examine and improve the educational system for inner city students. While discussing the educational plight of inner city students, Davidson and Lang (1960: 107) reported that ". . . teachers, next to parents, are the most 'significant others' in children's lives . . ." In accordance with this concern, the writer has accepted the task of examining the perceptions of inner city teachers and principals.

Statement of the Problem

What are the perceptions of Edmonton inner city teachers and principals with respect to desirable educational goals, programs and practices which might improve the quality of educational experience for

inner city students?

Sub-problems. Specifically the study was concerned with eight sub-problems:

1. What are the perceptions of inner city teachers and principals regarding Progressive Educational Practices (PEP)?

2. What are the principals' perceptions regarding Progressive Educational Practices as compared to their teachers' perceptions regarding Progressive Educational Practices?

3. To what extent do the PEP perceptions of all the teachers at one inner city school differ from the PEP perceptions of all the teachers at another inner city school?

4. What similarities exist in the Personal-Professional characteristics of inner city teachers and principals?

5. What are the relationships between the inner city teachers' Personal-Professional characteristics and their perceptions regarding Progressive Educational Practices?

6. What are the perceptions of inner city teachers and principals with respect to the importance of five educational goals; the inner city student's health and physical well-being, positive self concept, individual potential, learning environment, and human relations skill?

7. To what extent would inner city teachers and principals like to become involved in inner city program development? and

8. What are the relationships between the inner city teachers' Personal-Professional characteristics and their desire for involvement in program development?

Purpose of the Study

In relation to the eight sub-problems previously delineated this study attempted to:

1. Identify some of the personal, professional, and perceptual characteristics unique to the staff of each inner city school and in so doing, relate the extent to which these schools might reasonably implement and facilitate the introduction of educational innovations in the future;

2. Provide implications for the selection and placement of future teachers and principals for inner city schools;

3. Provide implications for the extent and direction of teacher and principal inservice programs required in order to sustain the organization of the school in dynamic equilibrium; and

4. Provide the teachers of the inner city with an opportunity to express their feelings about educational goals and practices, and in so doing, have the potential to influence decisions concerning the quality and direction of educational change.

Definition of Terms

Certain terms are used frequently throughout this study. The definitions of these terms are given below:

Perception. Howard Bartley (1969:11) defines perception as "the immediate discriminatory response of the organism to energy - activating sense organs." He clarifies the definition by mentioning that the term immediate does not imply a specific time limit but rather

a series of rapid reactions required to arrive at a terminal judgement. Because the process of judging is limited by the organism's sensory experiences and thought processes, the resulting discriminatory response may vary from organism to organism. In this regard, Allport(1955) asserts that perceptions are concerned with "how things appear" as in contrast to "how things are." The writer uses the term perception throughout this investigation, in the light of the preceding concepts.

Inner city. This term will be used to refer to school attendance areas of Edmonton which have more than twenty-five percent of the residents experiencing a disadvantaged status. According to the Compensatory Education Component of the Department of Education, disadvantaged status is defined in terms of (1) environmental factors which include social, cultural and economic disadvantages; and (2) educational factors which include unsatisfactory school performance, unacceptable attendance rates and above normal drop-out rates. These factors have been adopted by the researcher in defining inner city schools. A supplement to this definition is provided in Chapter II under the heading Problems Related to the Education of Inner City Students.

Progressive educational practices (PEP). The terms progressive educational practices (PEP) will be used to refer to part three of the instrument which was developed and validated by Kerlinger and Kaya (1959). Though Kerlinger (1958) designed the instrument on the presumed dichotomy between (a) permissive-progressive, and (b) restrictive-traditional viewpoints on educational matters, it has

since been modified by Shaw and Wright (1967) to a single continuum measuring the one viewpoint of progressivism. In application, a respondent with a high, positive PEP score would be characterized by:

> . . . emphasis on problem solving and relative de-emphasis on subject matter and knowledge; education as growth; children's interests and needs as basic to education; equality and warmth in interpersonal relationships; internal discipline; liberal social beliefs which emphasize education as an instrument of social change; and a morality based on social and individual responsibility (Kerlinger, 1958:112).

At the other end of the continuum, a respondent with a negative or low PEP score would be characterized by:

> . . . a generally narrow and practical educational viewpoint. Emphasis is on subject matter for its own sake, impersonal superior-inferior relationships, external discipline and conservative status quo preserving social beliefs. Morality is strongly emphasized and based on external higher authority, (Kerlinger, 1958:112).

Intrasystem mobility. In defining social mobility, Pitrim A. Sorokin (1927) made a distinction between vertical and horizontal mobility. He relates that vertical mobility refers to movement from one to another division in a discrete hierarchy of stratification while horizontal mobility refers to movement within a division. Concentrating on aspects of horizontal mobility, Miln (1969) relates that horizontal teacher mobility can include movement in (1) the same school, (2) another school in the same district, or (3) a school in a different system. For the purposes of this investigation the terms intrasystem mobility will be used with reference to (2) above which concerns the movement of teachers from one school to another within the same educational system. Question six, part three of the instrument was used to measure the extent of intrasystem mobility for inner city teachers and principals.

Organization of the Thesis

This chapter introduced the research problem and sub-problems, described the purpose of the study, and provided definitions for key terms used in the study. In Chapter II, the discussion focuses on a review of the literature concerning problems related to the education of inner city students, and administrative problems and potential solutions in inner city education. Chapter III describes the research design and methodology. Here, discussion focuses on delimitations, assumptions, limitations, instrumentation, data collection, and statistical procedures. An analysis of the findings is presented in Chapter IV. This includes a description of the respondents' perceptions regarding progressive educational practices, teacher characteristics as related to progressivism, priority of educational goals, and teacher desire for involvement in committee work. Chapter V provides a conclusion to the investigation by summarizing the findings, providing implications based on the conclusions, and suggesting areas of further research.

CHAPTER II

A REVIEW OF RELATED LITERATURE AND RESEARCH

In the discussion of issues related to inner city education, the term "cultural disadvantage" has been frequently used. Perhaps the extensive use of the term warrants a brief definition. McKendall (1965), Friedman (1970), and Fantini (1968) affirm that "cultural disadvantage" is an all purpose phrase which refers to the impediment of an individual's right to maximum opportunity because of social, economic, and ethnic factors. They relate further that these opportunities are established by the dominant society on the basis of normative patterns and values.

The term cultural disadvantage is frequently associated with a multiplicity of synonyms. Riessman (1962:1) provides the following list:

> . . . culturally depressed, educationally deprived, lower class, lower socio-economic status, working class, culturally impoverished, slum culture, inner city, experientially deprived, educationally disadvantaged, and depressed minorities.

Though this list does not exhaust the numerous identifiers associated with the idea of "cultural disadvantage," it is anticipated that this list in conjunction with the aforementioned definition, will complement the subsequent review of issues related to inner city education. The issues reviewed in this chapter include the correlates of poverty; the broken family; depressed ethnic minorities; health and physical development; educational expenditures and student achievement; and inner city teachers.

ISSUES IN INNER CITY EDUCATION

Correlates of Poverty

The excessive failure of disadvantaged students in inner city schools appears to be both cause and consequence of poverty. This relationship is supported by Bienstock (1967) who claims that the lack of education, interrupted education, and educational failure are the most important causative factors in unemployment and hence poverty. Studies done by Warner (1944), Davis (1948), Hollingshead (1958), Havighurst (1963), Fantini (1968), and Jencks (1972) indicate that significant correlations exist between the socio-economic level of parents and their children's educational success.

Though education may seem to be at a disadvantage in asking for priority as a potential way of helping the poor, Goodlad (1973:6) firmly maintains that, ". . .educational programs, processes and institutions are indeed relevant to closing the gap between what appears to exist and the perceptions of some more 'ideal' alternative."

Goodlad's hypothesis was supported by the Canadian Teachers' Federation (Channon, 1972) in a brief presented to the Special Senate Committee on Poverty in Canada. This brief presented the contention that longer periods of education have been shown to correlate highly with increased incomes. This brief portrayed a practical position by arguing that, "Those who are well educated know where to find assistance, the services to which they are entitled, and their rights and privileges as citizens." (Channon, 1972:140).

Jencks (1972) posits that the solution for the poor might be

found in the ways of the rich. He maintains that one of the ways economically successful families try to help their children retain their privileges is by encouraging a high degree of education, both quantitative and qualitative. His premise is supported by Duncan's study (1968) which provided a correlation of 0.55 between a student's educational achievement and a combined index of his father's occupation and income.

If the poor are to be helped it is both the quantitative and qualitative educational achievements which must be equalized; in this regard Bereiter and Engelmann (1966) believe that virtually every individual is capable of attaining these minimum levels of skill and thus reach the threshold of economic self-sufficiency.

For Gladwin (1967) closing the gap means a war on poverty, a war which requires an understanding of the poor, the despised, the incompetent, and the powerless. He suggests that unless there is a theme of compassion and concern of man for his fellowman, and of big government for little people, there may well be an evolution, revolution, or disaster. Gladwin (1967:176) summarizes his views about poverty in the following manner:

> . . . given skills they will advance themselves and open the door to opportunity; given organization they will grow in power and bring about social reforms; and given hope they will grow in both dignity and responsibility.

Weinberg (1971) observes that poverty is often characterized by high mobility rates. He is careful to note that executives also experience considerable geographic mobility. However, their geographic moves are frequently associated with upward social mobility. In comparison, geographic moves for the poor are frequently associated

with downward social mobility. Geographic mobility remains a significant problem for many disadvantaged residents of inner cities in Canada.

Christian Stuhr (1967) discovered a number of characteristics peculiar to highly mobile parents in Toronto's inner city. As might be expected those parents who experienced three or more moves in five years, tended to be renters as opposed to home-owners. Of the highly mobile parents, 66 percent had negative attitudes about the school. Interestingly, he suggests that families in which both parents are born in Canada, United States or the United Kingdom, or who speak English exclusively, are more likely to be geographically mobile than are families in which one or both parents are born elsewhere.

A similar study was conducted in Vancouver by the British Columbia Teachers' Federation (1972). During a five month period, 134 students transferred into Poverty Elementary School and 101 students transferred out. In contrast, at Affluent Elementary School, 16 students transferred in and 27 transferred out during the same five months.

In comparing the mobility patterns of inner city residents in Toronto and Vancouver with those in Edmonton, the results appear to be equally significant. For example, in the Edmonton study (Grierson, 1972), 43 percent of the parents experienced more than two moves in five years. This parental transiency was reflected in the number of student transfers for four inner city schools which had a population of 879 students as compared to four suburban schools which had a population of 1187 students. During a seven month period the inner city schools experienced a total of 460 student transfers and the suburban schools recorded a total of 178 student transfers.

The relationship between poverty and school achievement is thoroughly described in a study entitled, "Social Class and the Urban School." Harvard University, in conjunction with the Cooperative Research Branch of the United States Office of Education, sponsored this study which included 501 principals and 3367 teachers in forty-one cities throughout the United States. The schools were categorized as either highest, moderately high, moderately low or lowest in terms of socio-economic status (SES). The status of each school was determined using the three indicators of occupation, education and income for those parents whose children attended schools in the investigation. The two researchers of this investigation, Herriott and St. John (1966), provide an elaborate review of teacher and principal perceptions regarding characteristics common to low SES pupils and parents.

The results showed that 27 percent of the children in the lowest SES schools were perceived to suffer from social and emotional problems. One third of children suffered from inadequate diets; one fifth lacked adequate clothing; and one third of the children suffered from dental problems. Regarding family instability; 37 percent of the lowest SES children were perceived to come from broken homes; 26 percent from families on welfare; and 39 percent of the children were perceived to have mothers employed full-time.

Besides perceived pupil and parental problems related to the lowest SES schools, Herriott and St. John provide a number of actual characteristics common to the lowest SES schools. In terms of pupil transiency, results showed that there were twice as many in-school and out-of-school transfers for the lowest SES schools as compared to the highest SES schools. Interestingly, the lowest SES schools had a mean

student I.Q. of 94 as compared to a mean I.Q. of 109 for the highest SES schools. Twenty percent of the children at the lowest SES school experienced one or more years of failure. In addition, it was estimated that 44 percent of the children from the lowest SES schools would not complete the high school program.

These findings indicate that, in large American cities, the lower the socio-economic status of the pupils and parents, the greater the economic deprivation, home instability, parental apathy, inadequate parental supervison, and academic retardation.

The Broken Family

Though the broken family represents a social problem that is independent of the economic conditions under which it operates (Pollak, 1964), it remains a significant component of life in the inner city. Weinberg (1971) remarks that a child from a broken home must adjust to: increased responsibilities; over compensation from one of the parents; intensified rivalry from siblings; social stigma in the outside wor]d of peers and school; and numerous fantasies and regrets. Pollak (1964) adds that the child without one parent lacks the opportunity for contrast in interaction, that is, an exposure to male and female modes of behavior. Goode (1956) asserts that divorces and separations are traumatic for the children in that the original disruption causes serious maladjustments and subsequent parental remarriages force the children to recreate parental loyalties.

Considering that broken homes may be characterized by divorce, desertion, death, foster parents, and common-law marriages, the

incidence of broken homes becomes a relevant factor in the consideration of disadvantaged children. Examining one aspect of broken homes, Horton and Leslie (1965) found that there were 200,000 divorces each year in the United States since 1945. They further estimated that if this were to include the incidence of separation and desertion, the total number of family disruptions would be close to one million. In 1970, the United States Bureau of Census showed 330 divorces per 100,000 population over the age of eighteen. This compares with 123.8 divorces per 100,000 population in Canada for the same year (Dominion Bureau of Statistics, 1970).

With regard to broken homes, Grierson (1972) made a comparison of inner city and suburban parents in Edmonton. The results showed that 30 percent of the inner city children had parents who were either divorced, separated or married in common-law. In comparison, only 7 percent of the suburban children had parents in the same category.

In studying the differential effects of broken and intact homes, Martin Deutsch (1967) found that children from intact homes do better in scholastic achievement than children from broken homes. Using a sample of 400 disadvantaged elementary students in New York, Deutsch found his differences significant at the 0.05 level. In addition Deutsch found that a broken family background was likely to have a greater negative effect on scholastic achievement than over-crowding in the home. Realizing that "who" lives in the home is more important than "how many", Deutsch relates that:

> As the broken home was presumed to be the poorer agent of socialization, it could be expected that in the intact home, there would be relatively more stability and focusing on the child and perhaps some awareness and concern for his school performance. (1967:104).

Depressed Ethnic Minorities

Warden (1968) maintains that the disadvantage of being associated with a depressed ethnic group is far more difficult to overcome than disadvantage based on economics or social criteria. She adds that these differences are greater both qualitatively and quantitatively. This premise is empirically supported by Walster (1971) who sent student application forms to 240 representative colleges in the United States. These fabricated applications represented two students who differed only in race. Walster's findings showed that despite equal credentials, Black students were turned down more frequently than Whites.

The struggle for ethnic equality is often a matter of majority versus minority. Bullock and Singleton (1966) suggest that minority group children are often expected to be more Anglo-Saxon than the Anglo-Saxons. They relate that, while the Anglo-Saxon is freer to experiment with unconventional attire and the like, minority group children are subtly regulated as to dress, mannerisms and appearance by the dominant group.

Bullock and Singleton (1962) pursued their investigation of ethnic differences by examining 116 books authorized by the California State Board of Education, and used in elementary and secondary schools. They found that the texts rarely made reference to or illustrated a minority group unless in traditional ethnic stereotype.

An examination of the Canadian population reveals the extent of ethnic differences. According to the Dominion Bureau of Statistics in 1971, the dominant or majority group was represented by the British Isles which included 43.8 percent of the population. The remaining

population was distributed among twenty-seven minority groups. The percentage distribution included 30.4 French, 5.8 German, 2.5 Italian, 2.4 Netherlands, 2.6 Ukrainian, 10.3 Other European, 7 Asiatic, 1.2 Native Indian and Eskimo, .2 Negro, and 1.2 Other.

This ethnic heterogeneity appears to be a significant characteristic of inner city populations. Grierson's study (1972) of the inner city population in Edmonton, showed that 38 percent of the inner city children had parents who were born in a country other than Canada. Also 48 percent of the parents indicated that their first language learned was not English. In comparison 16 percent of the suburban children had parents who were born in a country other than Canada. Also, 24 percent of the suburban parents indicated that their first language learned was not English. Another study conducted in Vancouver's inner city also portrayed a diversity of ethnic backgrounds (British Columbia Teachers' Federation, 1972). The student body at one of these elementary schools included 25 percent Oriental, 20 percent Anglo-Saxon, 19 percent Italian, and 6 percent Native Indian. The remaining 30 percent of the student body was represented by other ethnic backgrounds which used English as a second language.

The city of New York is also represented by a population with diverse ethnic backgrounds. In a survey conducted by the Information Center on Education (1971), New York's student body of 1,140,359 was divided into four ethnic categories. Of these, 34 percent were Negro, 1.5 percent were Oriental and Native Indian, 25.7 percent had Spanish American ancestry, and 38.3 percent were categorized as Other. Of the 4,409 schools in the State of New York, the survey showed that 372 schools had student bodies primarily composed of minority groups.

In comparing the educational achievements of various ethnic groups in the United States, Coleman (1966) discovered many significant differences. Of the male students in the Black group, only 53 percent completed high school. Only 50 percent of the male students in the Native Indian Group completed high school. On the other hand, 75 percent of the male students in the White Native Parentage Group completed high school.

In a similar study done by Jencks (1972) fewer differences were found between ethnic groups. Five years after the Coleman study, Jencks found that the average Black student had one year less schooling than the average white student. Though the gap seemed to be diminishing, Jencks reminds the reader that quantitative schooling is quite different from qualitative schooling.

Perhaps a time will come when depressed ethnic minorities will be educationally and culturally accepted just as they were in the 1840's when Cubberly (1919:337) in referring to the early immigrants, glowingly wrote:

> All were from race stock not very different from our own, and all possessed courage, initiative, intelligence, and adaptability and self reliance to a great degree.

Health and Physical Development

It seems quite natural that the educator should concentrate on curriculum and program organization; that the psychologist should concentrate on motivation and environmental stimuli; and that the socio-anthropologist should concentrate on factors related to home background and poverty. In understanding factors related to student failure in

the inner city, the combined importance of these dimensions cannot be argued. Getzels and Thelen (1960) suggest that besides the organizational, institutional, and anthropological dimensions, attention must be paid to the individual as a biological organism. That is, student failure might be the result of biological causes such as fatigue, hunger, illness, brain damage, or other physical impairments.

The seriousness of this concern is supported by two biological research scientists, Eichenwald and Fry (1969) who hypothesized that inadequate nutrition in infancy may result in permanent mental impairment. They observed that:

> . . .an inadequate feeding of pyridoxal phosphate {protein}, . . . results in a series of changes in the physiological function of the brain. In a newborn baby, the ingestion of a diet deficient in this substance but otherwise adequate, results within six weeks in hyperirritability, convulsive seizures, abnormalities in development, and behavioral disorders. If this deficit continues for a sufficiently long period, severe mental retardation will occur (1969:645).

In another study, Barnes et al. (1967) examined the learning behavior of children who experienced nutritional deprivation during early life. They found that student apathy was very frequently associated with early childhood malnutrition. In a similar study by Cravioto, DeLicardie and Birch (1966), malnourished infants were found lacking in curiosity and emotional responses.

The incidence of student illness remains a significant educational barrier for disadvantaged children. While comparing inner city and suburban students in the Edmonton Public School System, Grierson (1972) discovered numerous differences. For example, three times as many inner city children as suburban children had two or more serious medical problems prior to September, 1971. Also, the percentage

of inner city children who missed twenty or more days of school due to illness was nine and one half times the percentage for suburban children.

In a previous study done by Hohol (1969) in the same educational system, an epidemic of head lice accounted for one hundred pupil-days of absence in one inner city school during the 1968-69 school year.

Besides the factors of malnutrition and health, there appears to be corresponding differences in physical development. Austin and Carré (1972) compared the growth rates of inner city and suburban children and found that affluent children were significantly taller. Also, they were superior in the two measures of static strength, and left and right hand grip. In addition, suburban children displayed superiority on the tasks of shuttle run, mat hop and beam balance.

Expenditures and Student Achievement

Numerous studies have attempted to compare student achievement with per-pupil expenditures. These comparisons have been made on the basis of facilities and resources such as teacher salaries, pupil-teacher ratios, number of specialized personnel, teacher workloads, preparation time, libraries, audiovisual equipment, playground area, physical education facilities, and so on.

When Bereiter and Engleman (1966) spoke of the differences between quantitative and qualitative education they were in essence reflecting upon per-pupil expenditures. They relate that an upper-middle class student and a lower class student may both complete high school, however the quality of educational experiences for each student may have been significantly different, partly due to the differences

in physical and human resources in their respective schools. Owen (1972) in reporting the distribution of educational resources in large American cities, found that more was spent on the middle classes than the working classes. In terms of actual differences, the United States Bureau of Census (1970) showed that the richest fifth of all families have their children in schools that spent about 20 percent more than the schools serving the poorest fifth. In terms of per-pupil expenditure this represents an average of $848.00 for the students from the richest fifth and $718.00 for the poorest fifth.

According to Jencks (1972) the school's annual expenditure is only moderately related to the test scores of its alumni. The reason for this is, affluent schools enroll students whose test scores are above average to begin with. He further maintains that, ". . . people who define a good school in terms of its student body are probably wiser than those who define it in terms of its budget." (1972:21). He suggests that, the reason for this unusual relationship is that the school's social composition with all its inherent values and interpersonal relationships has a modest effect on the student's cognitive development. This view is also supported by Warden (1968) who explains that the school-aged child is highly influenced by the social subsystem represented by the school.

Contrary to popular argument, Coleman (1966) reported that little or no association existed between the mean achievement of pupils and per-pupil expenditures. Specifically, the Coleman report indicated that salary expenditures per pupil, school plant age, text book age, numbers of ancillary personnel, and availability of specialized facilities like a library and science laboratories had no consistent

association with changes in test scores between ninth and twelfth grade students. However, for Black students in Southern United States, the Coleman report indicated that increased per pupil expenditures resulted in small achievement increases for students between grades nine and twelve.

Studies done by Armor (1972) and Katzman (1971) in elementary schools, are consistent with Coleman's findings. They found no association of consequence between district-wide expenditures and mean achievement in elementary schools.

Title I programs according to Piccareillo (1969) provided equally discouraging results. He relates that after expending large sums of money on programs for disadvantaged pupils, their achievement on standardized tests were no better than comparison groups. In rebuttal to this finding, McDavid (1969) philosophized that, if increased student achievements on standardized tests were the only acceptable measure of student growth or development, then perhaps Title I projects might have been considered a failure. However, McDavid maintains that vast expenditures and teacher efforts were spent on improving the students' self-concept, elimination of truancy, preventing apathy and hence drop-outs, improving school community relations, and increasing parental involvement. Because of the effort and expenditures required to overcome these basic concerns of disadvantaged youth, McDavid believes it to be somewhat invalid to correlate scholastic achievement and increased per-pupil expenditures.

Thus remains the uncertainty in the relationship between increased per-pupil expenditures and student achievement.

Inner City Teachers

According to Herriott and St.John (1966), differences in school resources and teacher attitudes tend to influence the movement of teachers from old restricted inner city schools to attractive, flexible, modern schools. They relate that teaching conditions in many inner city schools tend to thrust many teachers into situations of stress and perhaps repulsion. In addition, stress occurs when teachers' middle class mores, attitudes, and expectations conflict with those of disadvantaged students and their parents.

Besides physical resources, a number of other factors have caused stress situations for inner city teachers. Class size or number of pupils taught per week, discipline problems, school size, clerical assistance available, supervision duties, and subject misassignments are but a few of the barriers in the retention of teachers in inner city schools. In this regard, Patton (1957:17) states that, "Good working conditions and fair pupil loads are as important incentives as good pay."

A study by Conville and Anderson (1956) found that large and overcrowded classrooms was one of the reasons that 21 percent of the former one hundred ninety Coles County teachers, Illinois, gave for leaving their schools. Of the one hundred ninety teachers, 17 percent expressed dissatisfaction with physical equipment and instructional materials, 16 percent of the teachers regarded discipline problems as the reason for their transfers, and 15 percent of the teachers listed problems with colleague relationships.

A combination of inner city pressures and suburban attractions

have resulted in identifiable staffing patterns. For example, a survey of inner city teachers in Vancouver (British Columbia Teachers' Federation, 1972) revealed that 56 percent of the teachers at Affluent Elementary had at least four years of university education compared to 42 percent at Poverty Elementary. Arithmetic mean years of experience for the staff at Affluent Elementary was ten years and for the staff at Poverty Elementary it was five years.

In comparison, a survey of elementary schools in Edmonton (Hohol, 1969) revealed that 80 percent of the suburban teachers possessed four or more years of university education as compared to 44 percent of the inner city teachers. In addition, the inner city teacher sample as compared to the suburban sample had three times as many teachers with less than two years of university education.

These findings seem to be consistent with a study done by Herriott and St.John (1966) of 3367 teachers in forty-one American cities. They found that, in comparing teachers of high and low socio-economic schools, the low socio-economic schools were represented by a higher proportion of young and inexperienced teachers. With respect to horizontal mobility, teachers in this study were asked, "How desirous are you of remaining a teacher in this school system for the remainder of your educational career, but of moving to a school in a better neighborhood?" (Herriott and St.John, 1966:87). In reply, 42 percent of all the teachers in low socio-economic schools desired a move to a better neighborhood while only 18 percent of the teachers in a high socio-economic school desired a move.

Upon reviewing these and other findings it is not surprising that so many teachers are overwhelmed by the disadvantages faced in

inner city schools. These feelings, attitudes and experiences are succinctly expressed by Allison Davis who says:

> We know what actually happens to new teachers. Going from . . . theory {and} sheltered practice teaching into the schools of the masses, the new teacher experiences a cultural shock, a trauma of fear, disillusionment and frustration . . . College preparation {is} useless in a classroom where her pupils appear to come from . . . a world of different values and goals {and} she does actually suffer a period of deep anxiety, resulting from both moral and emotional shock. (Davis, 1965:791).

It is almost tempting to accept uncritically what appears to be almost self-evident: the assumption that teachers in inner city schools are less satisfied with their work situation than their counterparts in more affluent areas. There is some evidence to the contrary. Wayson (1966) found that many teachers expressed definite satisfaction in teaching underprivileged students in the slums of Chicago. Also, Channon (1972) reports that in Vancouver an increasing number of teachers are planning a career for themselves in inner city schools. In order to retain these career teachers she adds that there is a definite need for senior educational and civic administrators to provide supportive services for the continued success of career teachers in the inner city.

The task of providing equal educational opportunity to children who are culturally unequal requires more than a catalytic concentration of physical resources and intensely improved working conditions. Equalized educational opportunity for Robert Strom requires that concentration be focused on the classroom teachers:

> Whether they will experience instructional success and personal gratification with their job depends mainly upon the aspirations and attitudes they bring to the classroom. Teacher aspirations serve as the primary criteria for success or failure in the classroom. They also govern behavioral and academic

> expectations and in general determine methods of instruction. (1966:22).

For these reasons, Niemeyer (1966:1) strongly upholds the premise that ". . . the critical point in the enactment of the educational program is the point of direct contact with the pupil, namely the classroom teacher."

Summary

In summary, this chapter presented a review of the literature and research related to issues in inner city education. Specifically the topics included: (a) correlates of poverty; (b) the broken family; (c) depressed ethnic minorities; (d) health and physical development; (e) expenditures and student achievement; and (f) inner city teachers.

In the discussion of the aforementioned issues, the term "cultural disadvantage" was used to refer to the impediment of an individual's right to maximum opportunity because of social, economic, and ethnic factors.

Research showed that there were many factors associated with poverty, the most significant of which was educational failure. Other correlates included home instability, parental apathy, and transiency. The review of the literature indicated that the educational process may be the best means of helping the poor toward self-sufficiency. Through education the poor can learn skills, acquire organizational power, and maintain hope. In this way they will be able to take advantage of opportunities, bring about social reform and grow in dignity.

Remedial educational measures might also be made in the light of

such social class influences as anti-intellectualism. Allison Davis (1948:30) asserts that the slum child's peer group ". . . teaches him to fear being taken in by the teacher . . .; and to study homework seriously is literally a disgrace." According to Mead (1963), culturally disadvantaged parents tend to be anti-intellectual because they see public education as a device for arousing and maintaining a new national loyalty through a new language and a new system of ideas. Constructively speaking, Mead further cautions that this inculcation be done in a manner which does not create a threatening discontinuity between the child and his parents.

Another issue concerned the effect of the broken family on young children. Research indicates that the incidence of divorce, separation, desertion, remarriage, and common-law marriage is very high and that disrupted home backgrounds have negative effects on scholastic achievement.

The disadvantage of being associated with a depressed ethnic group was found to be more difficult to overcome than disadvantage based on economics or social criteria. American studies have shown that the percentage of students from depressed minority groups completing high school was much smaller than the percentage of students from white dominant groups.

A review of the literature shows that, besides organizational, institutional, and anthropological dimensions, attention must also be paid to the individual as a biological organism. In this regard it was found that severe malnutrition during infancy tended to cause severe mental retardation. Because of malnutrition, disadvantaged youth tended to be shorter, weaker and less coordinated than their suburban counter-

parts. For children of the poor, many school days were missed on account of illness.

Numerous studies have attempted to compare student achievement with per-pupil expenditures. Results have shown very little association between these two variables. Though schools of high socio-economic status have been known to enjoy higher per-pupil expenditures, research has found that the reason for higher mean achievements in these schools is related to the social composition of the student body.

Literature related to teacher mobility in the inner city, suggested that teachers were attracted to newer schools in the same school system. Teachers remaining in inner city schools were less qualified in terms of university education, and had fewer years of teaching experience.

There seems to be agreement in the literature that the teacher is the most important variable in the education of culturally disadvantaged children; and that instructional success depends mainly upon the aspirations and attitudes teachers bring to the classroom.

The subsequent chapter provides a description of the research design and methodology.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents a description of the research design and methodology used in the investigation. As a preliminary step, the chapter begins with the delimitations of the study and a subsequent description of the criteria used in the selection of schools. This is followed by a delineation of the assumptions and limitations inherent in the design and methodology of this investigation. Next the four parts of the instrument are discussed in terms of content, reliability, validity, treatment of raw data, and scale origin. After a description of the pretest procedures, a review of the data collection methods is given. Finally, an explanation of significance levels and statistical procedures is provided.

Delimitations

The study was delimited to the teachers and principals of inner city elementary schools in the Edmonton Public School System. The study was restricted further by including only those schools which were not physically or organizationally attached to corresponding junior high schools.

Also, the study was delimited to the responses obtained from the questionnaire which consisted of four parts: (1) goals; (2) desire

for involvement; (3) progressive educational practices; and (4) personal-professional characteristics. Though visitations were made to each of the inner city schools, information obtained in that manner was not included in the findings.

Criteria for the selection of schools. In identifying factors common to inner city communities in Edmonton, the Human Resources Research Council (Kupfer 1967) isolated several variables. These included such items as immigration status, fertility ratios, educational attainment, occupational status, age composition, sex composition, income and housing characteristics. These variables were used to identify (1) the areas of deprivation, and (2) the extent of deprivation.

Grierson (1972) incorporated many of the aforementioned variables in his study entitled "Patterns in the Inner City." In his attempt to obtain supportive evidence that specific school attendance areas of Edmonton were in fact disadvantaged, Grierson examined a multiplicity of variables across the dimensions of (1) environmental factors, and (2) educational factors. Environmental factors included (a) social concerns such as one parent families and level of parental education; (b) economic concerns such as low income, unemployment, and substandard housing; and (c) cultural concerns such as religious differences, language barriers, and relations between ethnic groups. Educational factors dealt with the students and included (a) school performance, (b) attendance rate, and (c) drop-out rate. These criteria were used as supportive evidence in identifying disadvantaged school attendance areas.

On the basis of Grierson's criteria, the writer in conjunction

with the Department of Research and Evaluation, Edmonton Public School System, selected seventeen elementary schools for this investigation. These schools provided a population of two hundred five teachers and seventeen principals. For the purposes of this study assistant principals were grouped with teachers; principals were grouped separately. Full time counsellors and librarians were not included in the research population.

Assumptions and Limitations

An assumption was made that teachers and principals provided responses to the questionnaire items on the basis of their personal or actual perceptions rather than the perceptions expected of them by educational authorities.

Runyon and Haber (1971) maintain that linearity of relationships is the most important requirement to justify the use of the Pearson r. In relating PEP scores and selected professional characteristics scores the investigator assumed that the relationship was linear as opposed to curvilinear.

Two returns were eliminated from the study on the basis that the responses displayed obvious indifference and inaccuracies. The writer assumed that all the other returns were completed with sincerity and accuracy.

In considering research limitations, Good (1972) observes that the validity of an experiment or study may be jeopardized because of experimental mortality. In other words analytical biases result due to the differential loss of respondents from comparison groups. The

results of this study might have been subject to the biases of experimental mortality since the study was based on a seventy-nine percent return factor.

It is commonly held that inner city students and school communities are disadvantaged but only in degree. Respecting the extent of these differences, it might be inaccurate to cite the findings of one inner city study and compare it to other inner city situations without relating the social, cultural, and economic disadvantages in each situation. In making these comparisons, the writer did not relate all the details concerning the extent of the students' disadvantaged status.

It is often claimed that disadvantaged peoples possess a distinct culture; one which educators should attempt to preserve rather than change or destroy. Lewis (1966) suggests that educators should examine the morality of their middle class impositions upon disadvantaged peoples. The intent of this study might have been guilty of this imposition.

Findings, conclusions, and implications drawn from this investigation should be cautiously applied to educational organizations other than the Edmonton Public School System.

Instrumentation

The instrument used for this study was entitled "Questionnaire: Teacher Perceptions." This questionnaire consisted of four parts:

Part One: Goals;

Part Two: Desire for Involvement;

Part Three: Progressive Educational Practices; and

Part Four: Personal-Professional Characteristics.

Part One: goals. This part of the questionnaire required the respondent to rank order five goals unique to the education of inner city students. The goals concerned the inner city students' health and physical well-being, positive self-concept, individual potential, learning environment, and human relations skills. These goals were developed by an advisory committee for the Edmonton Public School Board on the basis of Grierson's research document (1972) entitled "Patterns in the Inner City."

Part Two: desire for involvement. This part of the questionnaire outlined five program areas wherein enrichment might be introduced in order to improve the quality of education for inner city students. Respondents were requested to review the examples provided then indicate their desire for involvement in committee work, given teacher released time and given an opportunity. The choice of responses included (1) yes, (2) no, and (3) undecided. Respondents answering yes, were subsequently asked to choose a program area of interest. These program areas included (1) parental involvement, (2) curriculum, (3) organizational patterns, (4) staffing, and (5) community resources. The advisory committee mentioned in the previous paragraph was also responsible for the formulation of these program areas.

Part Three: progressive educational practices. The Education Scale developed by Kerlinger and Kaya (1959) consisted of twenty Likert-type items. Shaw and Wright (1967:82) reported that, ". . . the scale is measuring a single continuum ranging from highly favorable to highly unfavorable attitudes toward progressive practices in education."

In determining a total PEP score for each respondent, numerical

values were assigned to the Likert-type responses for each of the twenty statements. Hence the response of Strongly Agree was assigned a value of 7; Agree = 6; Mildly Agree = 5; Mildly Disagree = 3; Disagree = 2; and Strongly Disagree = 1. Where a statement was not answered the assigned value was 4. Since the twenty statement scale consisted of ten progressive items and ten conservative items the progressive items were assigned (+) values and the conservative items were assigned (-) values. The total PEP score was obtained by combining the conservative sub-total with the progressive sub-total. Using this method of scoring Shaw and Wright (1967) related that a positive total score implied a highly favorable attitude toward progressive educational practices while a negative total score implied a highly unfavorable attitude toward progressive educational practices.

Van Dalen (1966:315) provides a simple definition of reliability, "A test or scale is reliable if it consistently yields the same results when repeated measurements are taken of the same subjects under the same conditions." He qualifies this definition further by relating three methods of reliability which include (1) the test-retest, (2) parallel forms, and (3) split half methods. The Education Scale developed by Kerlinger and Kaya (1959) provided a reliability coefficient of 0.76 using the test-retest method for one hundred six education students after a delay of three months. Corrected split half reliability for the twenty statements was 0.83.

In its simplest form, validity refers to the degree to which the scale measures what it claims to measure. Van Dalen (1966) maintains that the validity of a test or scale may be checked by using one or more of the following types of validity: content, predictive, concurrent, and

construct. Validity for the Education Scale was estimated by demonstrating that undergraduate and graduate education students revealed more progressive attitudes than did non-college subjects ($p<0.001$). Items related to the Education Scale, may be found in Appendix A.

Part Four: personal-professional characteristics. The last part of the instrument consists of eight questions regarding the personal-professional characteristics of teachers and principals. These eight questions represent a modification of selected items from a research study done by Ratsoy (1970) for the Alberta Advisory Committee on Educational Studies. Questions relating to personal-professional characteristics may be found in Appendix A.

Pretest of the instrument. In discussing the essentials of research methodology, Good (1972:234) maintains that, "Before the final form is prepared and distributed to the respondents, tryout or pretesting of the questionnaire is essential, for the purposes of validation in terms of practical use." The writer implemented Good's suggestion by field testing the proposed instrument in three elementary schools most closely approximating the schools included in the research population. These three schools provided thirty-four out of thirty-five usable returns. Analysis of the returns in this pretest helped the writer to determine (1) the clarity and applicability of classifications, (2) the completeness of questions for computer coding and interpretation, (3) defects in forms and instructions, (4) estimates of means and variances, and (5) response rates. Instrument revisions were made where necessary for the purposes of validation in terms of practical use. Data from the pretest were not included for the final

results.

Data Collection

Upon approving this research project, Dr. Tom Blowers, Department of Research and Evaluation, sent a letter of introduction to each of the inner city principals. The letter explained the relevance of the study and it also introduced the writer. Subsequent to this letter, each of the principals was contacted by telephone and appointments were made for school visitations. The writer personally delivered the questionnaires to each of the inner city schools. The contact with school principals provided an opportunity to discuss procedures concerning the distribution, completion and collection of questionnaires. It also afforded an opportunity for an informal exchange of ideas concerning problems encountered in inner city schools. The principals agreed to return the questionnaires to the Research and Evaluation Department within fourteen days of the distribution date.

Ten days after the distribution date, the writer telephoned each of the principals to inquire about the completion and collection of the questionnaires. The writer took this opportunity to thank the principals for their co-operation in the study. Next, letters were mailed to each of the principals formally acknowledging their co-operation in the study and also reminding them that a transcript of analyzed data would be mailed to them upon completing the collection and analysis of the data. They were once again assured that the responses for all schools, teachers and principals would remain anonymous.

Returns. Of the 219 questionnaires, 183 were returned. The usable returns included 158 of the 202 teacher questionnaires and 16 of the 17 principal questionnaires providing a net total of 174 returns. With 174 of 219 respondents providing usable questionnaires, a seventy-nine percent return factor was obtained for this investigation.

Significance Levels

When analyzing data, it is common convention for the researcher to adopt a level of significance. Runyon and Haber (1971:165) relate that, "The level of significance set by the experimenter for inferring the operation of nonchance factors is known as the alpha (χ) level." According to Popham(1967:53), "It has been conventional in behavioral science research work to use 0.05 and 0.01 levels of significance." Since hypotheses were not used for this research the 0.05 level of significance was adopted in the treatment of data related to the sub-problems.

Since the Scheffé method of analysis is more rigorous than other multiple comparison methods and since this procedure leads to fewer significant results, Ferguson(1971:271) maintains that, ". . .the investigator may choose to employ a less rigorous significance level in using the Scheffé procedure, that is the 0.10 level . . . ." Resultingly, the investigator accepted 0.10 as the alpha level for the Scheffe procedure while maintaining the conventional 0.05 level for all other statistical procedures in this research.

An analysis of the data showed that many of the resultant probability levels were >0.05. Because of the descriptive nature of this

study, the exact levels of probability were provided even though the significance levels exceeded 0.05. This affords the reader an opportunity to realize the extent of the significant differences.

Statistical Procedures

The statistical findings of this research were calculated, using IBM 360/67 computer programs provided by the Division of Educational Research Services, University of Alberta. The computer programs included (1) the one-way analysis of variance (ANOV15), (2) Pearson product-moment correlations (DEST02), and (3) cross classification with sub-division (NONP10). These programs are explained in the paragraphs which follow.

The NONP10 program was used to tabulate percentage and frequency matrices for (1) the ranked importance of goals in part one of the questionnaire, (2) the desire of teacher involvement and their areas of interest, part two of the questionnaire, and (3) the personal-professional characteristics in part four of the questionnaire.

The DEST02 program was used to provide Pearson product-moment correlation coefficients between PEP scores and selected professional characteristics.

The ANOV15 program provided a standard one-way analysis of variance for equal and unequal observations. The program tested the significance of differences between mean PEP scores grouped according to nine selected personal-professional variables. Where one-way analysis of variances exhibited a probability ≤ 0.05 (alpha level) a subsequent Scheffé test was used to isolate the pair(s) of means displaying the highest level(s) of significance.

Besides the three computer programs mentioned previously, Spearman rank order correlation coefficients were calculated to show the significance between teacher ranked goals and principal ranked goals.

Summary

Topics covered in this chapter included delimitations, assumptions, limitations, instrumentation, data collection, significance levels, and statistical procedures. These topics provided a description of the research design and methodology used for the investigation.

The subsequent chapter details the findings related to the problem and sub-problems of this study.

CHAPTER IV

DATA ANALYSIS

Introduction

This chapter presents the research findings for the empirical phase of the study. The findings are presented in an order consistent with the sub-problems listed in Chapter I. First a comparison is made of the PEP scores for inner city teachers and principals grouped according to schools. This is followed by a description of selected personal-professional characteristics of the respondents. Then, the relationships between selected personal-professional variables and progressivism (PEP scores) are discussed on the basis of (1) Pearson product-product moment correlation coefficients, (2) one-way analysis of variance and (3) Scheffé multiple comparison between paired means. The priority of educational goals are then presented. Next, the discussion centres on the desires of inner city teachers and principals to be involved on program development committees. Finally, the personal-professional characteristics of inner city teachers are summarized on the basis of their desires for involvement in committee work.

Perceptions Regarding Progressive Educational Practices

Sub-problems 1, 2, and 3 dealt with (a) the perceptions of inner city teachers regarding progressive educational practices, (b) the relationship between the principal's PEP score and his teachers' PEP scores, and (c) the variance of mean PEP scores for

each of the inner city schools.

Table I indicates that the mean PEP scores for the schools ranged from a low of -2.80 to a high of 19.10. Schools D, F, I, L and N ranked highest with mean PEP scores of 11.60, 11.31, 19.10, 18.83 and 13.78 respectively. At the other end of the continuum schools C and G ranked lowest with mean PEP scores of -2.80 and -0.87. The mean PEP score for all inner city schools was 7.22.

The PEP scores for the principals ranged from a low of -17 to a high of 28. Ten of the sixteen principals had scores above 10 while only one principal had a PEP score less than zero.

In comparing principals' PEP scores with their teachers' mean PEP scores Table I shows that twelve out of sixteen principals had higher PEP scores than the mean PEP scores of their teachers. Schools I and L, having the highest mean PEP scores of 19.10 and 18.83 respectively, had principals with PEP scores of 22 and 19 respectively. In comparison, schools C and G, having the lowest mean PEP scores of -2.80 and -0.87 respectively, had principals who in the former school chose not to fill in a questionnaire and in the latter school had a PEP score of 3. Both principals of schools A and B shared the highest PEP score of 28 while their staffs had mean PEP scores of 3.85 and 2.56 respectively.

A one-way analysis of variance test between PEP scores for one hundred fifty-four teachers in Table I provided an F-value of 2.11, significant at the 0.01 level.

TABLE I

A Comparison of PEP Scores for Inner City Teachers and Principals Grouped According to Schools

Schools N = 17	Teachers N = 154	Mean PEP For Each School	Standard[a] Deviation	PEP For Each Principal N = 16
A	13	3.85	15.38	28
B	9	2.56	11.26	28
C	5	-2.80	14.88	
D	10	11.60	12.61	6
E	11	1.00	16.60	13
F	16	11.31	10.58	20
G	8	- .87	7.29	3
H	13	3.23	14.59	0
I	10	19.10	13.27	22
J	14	6.36	10.86	9
K	5	4.80	10.62	18
L	6	18.83	12.12	19
M	2	9.00	9.90	-17
N	9	13.78	13.53	25
O	9	5.78	8.89	25
P	8	6.50	10.07	27
Q	6	7.83	4.79	7
Averages		7.22	12.99	14.44

[a]Value of F = 2.11, significant at the .01 level.

Characteristics of Teachers and Principals

The nature of Sub-problem 5 involved the similiarities and differences which existed in the personal-professional characteristics of inner city teachers and principals.

Table 2 provides a description of selected characteristics for the respondents. Though one hundred fifty-eight teachers and sixteen principals were included in this table the reader is reminded that a number of respondents chose not to respond to certain items of the questionnaire.

Teachers. Thirty-one of the 158 teachers in Table 2 were males and 122 teachers were female. Concerning marital status, 101 teachers were married, 27 teachers were single and 24 teachers were either widowed, separated or divorced.

With regards to professional characteristics 128 teachers received their earliest certification in Alberta while 23 teachers received their first certification in another Canadian province. Only 6 teachers received their first certification outside of Canada. Eighty-six teachers attended a course at university between 1970 and 1973 while 15 teachers had not attended a course at university since 1960. Thirty-eight teachers had between one and four years of work experience in education while 62 teachers had between five and fourteen years of work experience and 52 teachers had more than fifteen years of work experience. In terms of university education, 111 teachers had four or more years of university while 43 teachers had less than four years of university. Regarding intrasystem

TABLE 2

Selected Personal-Professional Characteristics of Inner City Teachers and Principals

Personal-Professional Characteristics	Teachers N = 158	Principals N = 16
SEX		
Male	31	14
Female	122	1
No response	5	1
MARITAL STATUS		
Single	27	
Married	101	15
Other	24	
No response	6	1
PLACE OF FIRST CERTIFICATION		
Alberta	128	15
Another Canadian Province	23	1
United Kingdom	3	
United States	2	
India	1	
No response	1	
YEAR OF MOST RECENT UNIVERSITY COURSE		
Before 1960	15	1
1960 to 1964	11	1
1965 to 1969	40	5
1970 to 1973	86	8
No response	6	1
EXPERIENCE IN EDUCATION		
1 yr.	11	
2 yrs.	7	
3 to 4 yrs.	20	
5 to 9 yrs.	35	
10 to 14 yrs.	27	4
15 to 19 yrs.	19	1
20 to 30 yrs.	20	5
Over 30 yrs.	13	5
No response	6	1

TABLE 2 (Continued)

Selected Personal-Professional Characteristics of Inner City Teachers and Principals

Personal-Professional Characteristics	Teachers N = 158	Principals N = 16
YEARS OF UNIVERSITY		
One	12	
Two	17	
Three	14	
Four	80	1
Five	20	6
Six	11	8
No Response	4	1
INTRASYSTEM MOBILITY		
One School	51	
Two Schools	37	
Three Schools	29	3
Four Schools	14	2
Five Schools	8	1
Six Schools	4	1
Seven to Ten Schools	4	6
Over Ten Schools	4	2
No Response	7	1

mobility, 117 teachers taught in three or fewer schools and 26 teachers had experienced as many as four or five or six transfers. Eight teachers experienced more than seven transfers within the school system.

Principals. Table 2 relates that 14 of the 16 principals were males and one principal was female. Fifteen principals were married.

Regarding professional characteristics, 15 principals received their initial teaching certificates in Alberta and eight of the sixteen principals attended a course at university between 1970 and 1973. Five of the sixteen principals had between ten and nineteen years of work experience in education while ten principals had more than twenty years experience. Fourteen principals had five or six years of university education and only one principal had four years of university education. With respect to intrasystem mobility, eight principals experienced seven or more school placements while five principals had experiences in four or fewer schools.

Teacher Characteristics and Progressivism

Sub-problem 5 dealt with the relationships between the inner city teachers' personal-professional characteristics and their perceptions regarding progressive educational practices (PEP).

Pearson product-moment correlation coefficients were calculated to show the significance of correlations between PEP scores and selected professional characteristics of inner city teachers. Table 3 shows that teacher progressivism was correlated with the

TABLE 3

Pearson Product-Moment Correlation Coefficients Between PEP Scores and Selected Professional Characteristics For Inner City Teachers
N = 147

Professional Characteristics	r	p
Grade of Teacher	.1316	0.1119
Years of University	.2445	0.0028
Year of Most Recent University Course	.3135	0.0001
Experience in Education	-.2276	0.0056
Intrasystem Mobility	-.1721	0.0371

variables of (1) years university education, and (2) year of most recent university course. These variables had correlations of .24 and .31 respectively, with a significance level of 0.01. Teacher progressivism was inversely correlated (-.23) with years of work experience in education at the 0.01 level of significance. Also, teacher progressivism was inversely correlated (-.17) with intra-system mobility and this correlation was significant at the 0.05 level. The probability level of significance for the correlation between teacher progressivism and grade of the teacher (.13) exceeded the 0.05 level.

Analysis of Variance

The one-way analysis of variance procedure was used to test the significance of differences between mean PEP scores for inner city teachers. Nine variables were selected as a basis for analyzing the significance of differences between mean PEP scores. The variables included (1) year of recent university course, (2) desire for involvement, (3) grade of teacher, (4) university education, (5) work experience, (6) intrasystem mobility, (7) marital status, (8) sex, and (9) place of certification.

Upon obtaining a probability level 0.05 using the one-way analysis of variance test, a subsequent Scheffé test was used to isolate the pair(s) of means having the highest level(s) of significance.

Year of recent university course. Table 4 provides a summary of mean PEP scores for inner city teachers grouped according

TABLE 4

Analysis of Variance for Inner City Teachers' PEP Scores Grouped According to Year of Most Recent University Course
N = 149

Group	Year of Last Course	Number	Mean[b] PEP	Standard Deviation	F Value
1	Before 1960	15	-1.13	11.84	5.69a
2	1960 to 1964	10	.60	17.48	
3	1965 to 1969	40	4.75	11.82	
4	1970 to 1973	84	10.56	12.26	

[a] $p = 0.001$

[b] Probability level for Scheffé Multiple Comparison Between means: Groups 1 and 4 = 0.01.

to year of most recent university course. The mean PEP scores ranged from a low of -1.13 for those teachers who attended a university course prior to 1960 and a high of 10.56 for those teachers who attended between 1970 and 1973. Teachers attending university between 1960 and 1964 scored a mean PEP score of .60 and those who attended between 1965 and 1969 scored a mean PEP of 4.75. Since the F-value for this analysis was 5.69 with a probability of 0.001, further investigation was carried out using the Scheffé multiple comparison between paired means. The probability matrix showed that groups one and four were significant at the 0.01 level.

Desire for involvement. The inner city teachers were grouped according to their desire for involvement in committee work. Table 5 shows that those teachers responding Yes had a mean PEP score of 11.90, teachers responding No had a mean PEP score of -3.11 and teachers responding Undecided had a mean PEP score of 4.22. These variances had an F-value of 18.56 with $p<0.01$. The Scheffé test showed $p<0.01$ between groups one and two as well as groups one and three. Groups two and three had a significance level of 0.05.

Grade of teacher. In comparing mean PEP scores for inner city teachers grouped according to grades taught, kindergarten teachers, grade four teachers, and special education teachers ranked the highest with scores of 11.42, 10.59, and 14.10 respectively. Teachers of grades one, two, three, five, and six all scored below the mean PEP score of 8.21. Though the F-value for this analysis was 2.48 with a

TABLE 5

Analysis of Variance for Inner City Teachers' PEP Scores Grouped According to Teacher's Desire for Involvement in Committee Work
N = 154

Group	Desire for Involvement	Number	Mean[b]	Standard Deviation	F[a] Value
1	Yes	86	11.90	11.54	18.56[a]
2	No	27	-3.11	10.61	
3	Undecided	41	4.22	12.87	

[a] $p<0.01$

[b] Probability Level for Scheffé Multiple Comparison Between means: Groups 1 and 2 <0.01; 1 and 3 <0.01; 2 and 3 = 0.05

TABLE 6

Analysis of Variance for Inner City Teachers' PEP Scores Grouped According to Grade of Teacher
N = 146

Grade of Teacher	Number	Mean PEP	Standard Deviation	F Value
Kindergarten	12	11.42	9.58	2.48[a]
One	22	2.14	11.78	
Two	16	5.19	9.24	
Three	18	3.22	9.90	
Four	22	10.59	12.23	
Five	17	4.06	15.71	
Six	19	8.21	14.21	
Special Ed.	20	14.10	11.27	

[a] $p = 0.019$

probability level of 0.019, the Scheffé test did not provide any significant differences between paired means. Relevant data are provided in Table 6.

University education. Mean PEP scores for inner city teachers grouped according to years of university education are presented in Table 7. Examination of the mean PEP scores shows that teachers with six years university tend to be more progressive than teachers with one year of university. Though there was this trend the probability level of significance for an F-value of 2.00 was 0.082. From this finding it becomes apparent that the probability of arriving at the given means in Table 7 on a chance basis is greater than the 0.05 level.

Work experience. With the exception of inner city teachers in the five to nine years experience category, Table 8 shows that after fourteen years of experience the mean PEP score dropped from 10.19 to 3.58. This phenomenon continued for the twenty to thirty years group which had a mean PEP score of 2.16 and the over thirty years group which rated 3.15. Interestingly the teachers with one and two years experience had the highest mean PEP score of 11.72. Considering that the probability of F(1.72) was 0.12, the differences in the means given in Table 8 were not significant at the 0.05 level.

Intrasystem mobility. Table 9 provides a comparison of mean PEP scores for inner city teachers grouped according to the number of placements in different schools within the system with an F-value of

TABLE 7

Analysis of Variance for Inner City Teacher's PEP Scores Grouped According to Years of University Education
N = 150

Years of University Education	Number	Mean PEP	Standard Deviation	F Value
1	12	-1.42	12.60	2.00[a]
2	17	4.12	12.89	
3	11	5.19	13.08	
4	80	8.44	13.13	
5	19	9.79	9.21	
6	11	12.64	16.68	

[a] $p = 0.082$

TABLE 8

Analysis of Variance for Inner City Teachers' PEP Scores
Grouped According to Years of Work Experience in Education
N = 149

Years Experience in Education	Number	Mean PEP	Standard Deviation	F Value
1 and 2	18	11.72	12.35	1.72[a]
3 and 4	19	10.00	14.51	
5 to 9	35	7.54	10.23	
10 to 14	26	10.19	13.15	
15 to 19	19	3.58	12.11	
20 to 30	19	2.16	16.30	
Over 30	13	3.15	11.97	

[a] $p = 0.120$

TABLE 9

Analysis of Variance for Inner City Teachers' PEP Scores
Grouped According to Intrasystem Mobility
N = 148

Number of Placements in Schools	Teachers	Mean PEP	Standard Deviation	F Value
1	49	9.29	10.56	1.44[a]
2	36	9.03	13.73	
3	29	7.07	15.77	
4	14	.07	14.68	
5	8	4.75	12.14	
6 or more	12	4.08	10.22	

[a] $p = 0.214$

1.44 the corresponding probability level was calculated to be 0.21. While accepting this formal lack of significance between means, it is interesting to note a slight trend toward decreased progressivism scores with increased intrasystem mobility.

Marital status. When inner city teachers were grouped according to marital status and the variance of mean PEP scores analyzed, the resultant F-value was .96 with a probability level of 0.38. Though the mean PEP score for the Single group was 10.50 and the mean PEP score for the Married group was 6.50, the variance between means was not significant. The data for this analysis are presented in Table 10.

Sex. Table 11 summarizes the mean PEP scores for inner city teachers grouped according to sex. There were no significant differences (0.38) between the mean PEP scores for thirty-one males and one hundred nineteen females.

Place of certification. Analysis of variance procedures to test for differences in progressivism when inner city teachers were grouped according to place of certification yielded an F-value of 1.05. The probability of F was 0.31. Hence the difference in the mean PEP scores for Alberta teachers (7.76) and teachers certified outside Alberta (4.96) was not significant at the 0.05 level.

Priority of Educational Goals

Sub-problem 6 dealt with the perceptions of inner city teachers

TABLE 10

Analysis of Variance for Inner City Teachers' PEP Scores Grouped According to Marital Status
N = 149

Marital Status	Number	Mean PEP	Standard Deviation	F Value
Single	26	10.50	15.02	.96[a]
Married	100	6.50	12.70	
Other	23	7.13	12.63	

[a] $p = 0.384$

TABLE 11

Analysis of Variance for Inner City Teachers' PEP Scores
Grouped According to Sex
N = 150

Sex	Number	Mean PEP	Standard Deviation	F Value
Male	31	9.06	13.60	.79[a]
Female	119	6.71	13.01	

[a] $p = 0.376$

TABLE 12

Analysis of Variance for Inner City Teachers' PEP Scores
Grouped According to Place of Earliest Certification
N = 153

Place of Certification	Number	Mean PEP	Standard Deviation	F Value
Alberta	125	7.76	13.13	1.05[a]
Outside Alberta	28	4.96	12.81	

[a] $p = 0.31$

and principals regarding the importance of five goals unique to the education of inner city students.

Table 13 reveals that both teachers and principals attached similar priorities for each of the educational goals. They agreed that goal B "Help inner city students establish a positive self-concept." was the most important goal. The goal which ranked second was goal D "Meet individual needs of inner city students through relevant curriculum offerings and appropriate learning environments." Teachers and principals agreed that goal C "Help inner city students realize their own potential." should be ranked third. Goal E"Help inner city students improve their human relations skills." ranked fourth. Lastly, goal A "Improve the health and physical well-being of all inner city students." ranked fifth.

Since the teachers and principals agreed on the ranked importance of each goal the Spearman rank order correlation coefficient was calculated to be 1.00 at a significance level of 0.01 when N = 5. It might be observed, however, that mean scores for principals ranged from 1.75 to 4.19 while mean scores for teachers ranged from 2.33 to 3.86.

Desire for Involvement in Committees

Sub-problem 7 asks "To what extent would inner city teachers and principals like to become involved in committee work?" Table 14 provides a resumé of their responses.

Eighty-six of the 154 teachers indicated that they would like to be involved in committee work while 27 teachers provided a No

TABLE 13

Perceptions of Inner City Teachers and Principals Regarding the Importance of Five Educational Goals

Goals Unique to the Education of Inner City Students	Teachers N=153 Mean Scores	Rank	Principals N=16 Mean Scores	Rank
A. Improve the Health and Physical Well-being of all inner city students.	2.33	5	1.75	5
B. Help inner city students establish a positive self-concept.	3.86	1	4.19	1
C. Help inner city students realize their own potential.	3.07	3	3.25	3
D. Meet individual needs of inner city students through relevant curriculum offerings and appropriate learning environments.	3.27	2	3.81	2
E. Help inner city students improve their human relations skills.	2.62	4	2.50	4

The Spearman rank order correlation coefficient was calculated to be 1.00 at the 0.01 level of significance.

response and forty-one teachers were undecided about being involved in committee work.

In comparison, 12 principals wished to be involved in committee work, two principals were against it and two principals were undecided.

Program area of interest. Teachers and principals responding Yes to Sub-problem 7 above, were subsequently asked to indicate their area of interest for program development.

Eighty-six teachers expressed interest in committee work. These respondents were asked to choose one area of interest for program development. Twenty-nine teachers chose parental involvement and thirty-seven teachers expressed an interest in curriculum. The remaining three areas of program development were less popular with frequency distributions of eight teachers for organizational patterns, four teachers for staffing,and eight teachers for community resources.

Table 15 reveals that there was an equal distribution of principals for the four program areas of curriculum, organizational patterns, staffing and community resources. Three principals chose each of the program areas mentioned above. Interestingly, no principal chose parental involvement.

Teacher Characteristics and Involvement

Sub-problem 8 concerned personal-professional characteristics peculiar to inner city teachers grouped according to their desire for involvement in committee work.

TABLE 14

Comparison of Inner City Teachers and Principals Regarding Their Desire for Involvement in Committee Work

Involvement	Teachers N = 154	Principals
Yes	86	12
No	27	2
Undecided	41	2

TABLE 15

Comparison of Inner City Teachers and Principals Regarding Their Area of Interest for Program Development N = 86

Area of Interest	Teachers[a]	Principals
Parental Involvement	29	
Curriculum	37	3
Organizational Patterns	8	3
Staffing	4	3
Community Resources	8	3

[a]This frequency distribution represents only those teachers who expressed a desire for involvement in committee work.

On the basis of eighty-six teachers who responded Yes, twenty-seven teachers who responded No, and forty-one teachers who were Undecided, Table 16 provides a summary of their characteristics. Twenty-four males responded Yes as opposed to sixty-one females. Sixteen of the twenty-six Single respondents expressed interest in committee work as compared to fifty-nine of the one hundred Married respondents and eight of the twenty-three respondents in the Other category. The group labelled "Other" includes respondents who were divorced, separated or widowed.

With respect to professional characteristics, fifty-seven of the Yes respondents had attended a university course between 1970 and 1973. Another twenty of the Yes respondents attended university between 1965 and 1969. The majority of the Yes respondents (54) had between three and fourteen years of experience in education. Teachers with four, five and six years of university accounted for sixty-seven of the eighty-six Yes respondents. Interestingly sixty-five of the eighty-six teachers desiring involvement had experienced three or fewer school placements. Teachers of grades four, six and special education seemed to represent the highest proportion of Yes respondents with 14, 14 and 16 teachers respectively. Pertinent data appear in Table 16.

Summary

This chapter presented the results that were obtained from an analysis of the data for elementary teachers in inner city schools of the Edmonton Public School System. The findings dealt with (1) the

TABLE 16

Selected Personal-Professional Characteristics of Inner City Teachers Grouped According to their Desire for Involvement in Committee Work

Personal-Professional Characteristics	Desire for Involvement Yes N=86	No N=27	Undecided N=41
SEX			
Male	24	1	6
Female	61	24	34
No Response	1	2	1
MARITAL STATUS			
Single	16	5	5
Married	59	16	25
Other	8	5	10
No Response	3	1	1
YEAR OF MOST RECENT UNIVERSITY COURSE			
Before 1960	3	5	7
1960 to 1964	5	4	1
1965 to 1969	20	10	10
1970 to 1973	57	7	20
No Response	1	1	3
EXPERIENCE IN EDUCATION			
1 yr.	9	1	1
2 yrs.	3	2	2
3 to 4 yrs.	13	3	3
5 to 9 yrs.	24	2	9
10 to 14 yrs.	17	4	5
15 to 19 yrs.	8	4	7
20 to 30 yrs.	7	6	6
Over 30 yrs.	3	4	6
No Response	2	1	2
YEARS OF UNIVERSITY			
One	3	6	3
Two	6	4	7
Three	8	2	1
Four	47	10	23
Five	11	3	5
Six	9	1	1
No response	2	1	1

TABLE 16 (Continued)

Selected Personal-Professional Characteristics of Inner City Teachers Grouped According to their Desire for Involvement in Committee Work

Personal-Professional Characteristics	Desire for Involvement Yes N=86	No N=27	Undecided N=41
INTRASYSTEM MOBILITY			
One School	26	12	11
Two Schools	21	4	11
Three Schools	18	6	5
Four Schools	5	3	6
Five Schools	6	0	2
Six Schools	2	0	2
Seven to Ten Schools	3	1	0
Over Ten Schools	3	0	1
No Response	2	1	3
GRADE OF TEACHER			
Kindergarten	7	2	3
One	9	8	5
Two	7	2	7
Three	6	5	7
Four	14	1	7
Five	9	3	5
Six	14	2	3
Special Ed.	16	2	2
No Response	1	-	1

perceptions of teachers and principals regarding progressive educational practices, (2) a description of the characteristics for the respondents, (3) the relationships between personal-professional variables and progressivism, (4) the priority of five educational goals, (5) the desires of the respondents to be on program development committees, and (6) the characteristics of teachers based on their desire for involvement on program development committees.

The Pearson product-moment correlation coefficient test was used to locate the significance of correlations between PEP scores and selected professional characteristics. The findings indicated that progressivism was significantly correlated with (1) years university education, (2) year of most recent university course, (3) work experience in education, and (4) intrasystem mobility. Teacher progressivism was thus not significantly correlated with the grade of the teacher, using the Pearson r.

Nine variables were selected as a basis for analyzing the significance of differences between mean PEP scores. These differences were tested using the one-way analysis of variance procedure. Where variations exhibited a probability ≤ 0.05 (alpha level) a subsequent Scheffé test was used to isolate the pair(s) of means having the highest level(s) of significance. Findings indicated that significant differences existed for the following variables (1) year of recent university course, (2) desire for involvement, and (3) grade of the teacher.

Spearman rank order correlation coefficients were used to test the significance between ranks for educational goals. The

results showed that it was most important to help inner city students establish a positive self-concept.

With regard to teacher characteristics the findings showed that the majority of teachers received their initial teaching certificates in Alberta, they had four or more years university, experienced a minimum of school transfers and were married females.

Other findings indicated that principals were more progressive than their teachers. More than half of the teachers expressed interest in committee work, favoring such program development areas as parental involvement and curriculum. A trend showed that the majority of these respondents were married and female; they had four or more years of university and experienced a minimum of intrasystem mobility.

The final chapter is devoted to the conclusions and implications of this study. Suggestions for further research will also be provided.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The preceding chapter detailed the findings related to the investigation. However, no attempt was made to provide conclusions and implications based on the data analysis. Accordingly, this chapter will provide a summary of the research problem and design; a summary of the findings; conclusions and implications based on the findings; and suggestions for further research.

Summary of Research Problem and Design

The major purpose of this research was to investigate the perceptions of inner city teachers and principals regarding desirable educational goals, programs and practices.

The study attempted to find answers to the following questions: What are the perceptions of inner city teachers regarding progressive educational practices? What are the principals' perceptions regarding progressive educational practices as compared to their teachers' perceptions regarding progressive educational practices? To what extent do the perceptions of teachers at one inner city school differ from the perceptions of teachers at other inner city schools? What similarities exist in the personal-professional characteristics of inner city teachers and principals? What are the relationships between the inner city teacher's personal-professional characteristics and his perceptions regarding progressive educational practices?

What are the perceptions of inner city teachers and principals with respect to the importance of five educational goals: the inner city student's health and physical well-being, positive self-concept, individual potential, learning environment, and human relations skill? To what extent would inner city teachers and principals like to become involved in inner city program development? What are the relationships between the inner city teachers' personal-professional characteristics and his desire for involvement in program development?

The instrument used for this study was a questionnaire consisting of four parts. Part one dealt with five goals unique to the education of inner city students. Teachers and principals were requested to rank order the importance of these goals. Part two requested the respondents to indicate their desire for involvement and their area of interest in committee work, given teacher released time and given an opportunity. Part three of the questionnaire consisted of twenty questions which attempted to measure the respondents' perceptions regarding progressive educational practices. The last part of the questionnaire consisted of eight questions regarding personal-professional characteristics.

The questionnaire was pretested in three pilot schools most closely approximating schools in the research population. From feedback on this pretest, instrument revisions were made where necessary.

The revised questionnaires were personally delivered to each of the seventeen elementary schools in the study. This provided a research population of two hundred seventeen teachers and seventeen principals; assistant principals were grouped with the teachers. Of

these, usable returns were obtained from one hundred fifty-eight teachers and sixteen principals.

The data were analyzed according to eight sub-problems listed previously. The Pearson product-moment correlation coefficient test was used to compare the relationship between teacher progressivism and selected personal-professional variables. Secondly, a standard one-way analysis of variance procedure was used to determine the significance of differences between mean PEP scores grouped according to selected personal-professional variables. Where one-way analysis of variances exhibited a probability ≤ 0.05 (alpha level) a subsequent Scheffé test was used to isolate the pair(s) of means displaying the highest level(s) of significance. Lastly, percentage and frequency matrices provided: (a) the ranked importance of the goals; (b) the desire of teacher involvement and their subsequent areas of interest; and (c) the personal-professional characteristics of the respondents.

Summary of the Findings

Concerning the characteristics of inner city teachers, the results showed that the majority of the respondents were married females; had between three and nineteen years of teaching experience; received their first teaching certificate in Alberta; had four or more years of university education; attended a university course between 1970 and 1973; and experienced three or fewer school placements.

In comparison, the majority of the principals were married males; received their first teaching certificate in Alberta; attended

a university course between 1970 and 1973; had more than twenty years of work experience in education; experienced five or more school placements; and had five or more years of university education.

When mean PEP scores were calculated for each of the seventeen schools, the average score for all schools was found to be 7.22. Seven of the schools scored above this average. In comparison, eleven of the principals scored above the school average of 7.22. Two of the schools having the highest mean PEP scores also had principals with correspondingly high PEP scores. However, the two principals with the highest PEP scores had staffs which had low mean PEP scores.

The results showed significant positive correlations between teacher progressivism and (a) years of university, and (b) year of most recent university course. Also, significant negative correlations were found between teacher progressivism and (a) teacher work experience in education, and (b) intrasystem mobility of teachers. No significant correlations existed between teacher progressivism and the grade of the teacher.

In analyzing the variances between mean PEP scores for inner city teachers, significant differences were found for the comparison of means based on (a) year of most recent university course, (b) teacher's desire for involvement in committee work, and (c) grade of the teacher. No significant differences were found for the comparison of means based on (a) years of university education, (b) years of work experience in education, (c) intrasystem mobility, (d) marital status, (3) sex, and (f) place of earliest certification.

The list below shows the importance of five educational goals as ranked by the teachers. Goal number one was ranked most important and goal number five was ranked least important.

1. Help inner city students establish a positive self-concept.
2. Meet the individual needs of inner city students through relevant curriculum offerings and appropriate learning environments.
3. Help inner city students realize their own potential.
4. Help inner city students improve their human relations skill.
5. Improve the health and physical well-being of inner city students.

Principals ranked the goals in the same order as the teachers.

Concerning the characteristics of inner city teachers desiring involvement in committee work, frequency distributions showed that the majority of respondents were married females; attended university between 1970 and 1973; had three to fourteen years of work experience in education; experienced fewer than three school placements; had four or more years university; and tended to be teachers of grades four, six and special education.

Conclusions and Implications

Teacher characteristics. A review of the literature indicated that inner city schools tend to be staffed by poorly qualified personnel. Contrary to the literature, this study showed that the majority of inner city teachers in the Edmonton Public School System

were highly qualified. Findings tend to warrant the conclusions that the majority of inner city teachers were updating their professional qualifications by returning to the university for extra courses; had optimum years of teaching experience; possessed four, five and six years of university education; and minimal intrasystem mobility.

In contrast, Hohol(1969:7) investigated the qualifications of inner city teachers in the Edmonton Public School System and found ". . . a staffing pattern identifiable as a combination of young inexperienced teachers and a dedicated core of older and less highly qualified teachers."

Perhaps this improvement in staffing patterns was the result of a serious attempt by senior administrators to ensure that suitably qualified teachers were assigned to and retained in the inner city schools of the Edmonton Public System.

Accepting Weinberg's premise(1971) that young children should be exposed to both male and female modes of behavior, the Edmonton Public School Board could attempt to recruit or retain more male teachers in inner city schools to offset the high proportion of female teachers.

Principal characteristics. Findings warrant the conclusions that the majority of inner city principals possessed five or more years of university education; received their first teaching certificate in Alberta; experienced numerous school placements; and improved their professional qualifications by recently returning to university to take extra courses.

Generally speaking the findings suggest that the majority of inner city principals were highly qualified, however two of the findings may be subject to varied interpretations. For example, the majority of principals had twenty or more years of combined teaching and administrative experience, and of these, many of the principals had more than thirty years of combined experience. This suggests that many of the inner city principals were close to their retirement age. A situation of this nature could be detrimental to the organizational equilibrium of the total school system.

In remediation, the school system might consider a policy whereby principals are encouraged to change schools every five years, thereby allowing inner city schools as well as suburban schools to organizationally benefit from the wisdom and leadership of both young and old administrators. Perhaps measures such as this may help to sustain the organization of the school system in dynamic equilibrium.

The findings tend to warrant another conclusion which may be subject to varied interpretations. Specifically, the principalships were predominantly held by male incumbents as compared to female incumbents. This finding raises a number of questions: Why are there so few female principals as compared to male principals? Do female principals prefer administrative positions in suburban schools as compared to inner city schools? Would it be more difficult for female administrators to effectively resolve problems related to inner city education? Do selection procedures and placement policies tend to favor male incumbents for inner city schools?

Progressivism. Before detailing the conclusions and implications concerning teacher progressivism, it may be in order to briefly

review the meaning of progressivism. Kerlinger (1958) suggests that a respondent with a high PEP score would be considered very progressive. He posits that progressive teachers tend to emphasize problem solving and de-emphasize subject matter; accept education as growth; consider children's needs and interests as basic to education; reflect quality and warmth in interpersonal relationships; encourage internal discipline; and possess a morality based on social and individual responsibility. In contrast, teachers who are not progressive, emphasize subject matter for its own sake; believe in impersonal superior-inferior relationships; exercise external discipline; and emphasize morality based on external higher authority. It is anticipated that this clarification will help to better understand the conclusions and implications which follow.

Accepting the average PEP score of all teachers as the delimiting point, it appears that the staffs at six elementary schools might be more progressive than the staffs at the remaining eleven schools. Speculating that teacher progressivism is synonymous with teacher innovativeness, it is then possible to suggest that the six schools rating above the average PEP score would be more likely to succeed with educational innovations than the other eleven schools. Also on this basis it would be possible to conclude statistically that the school with the highest mean PEP score might experience the greatest success with educational innovations.

Another contention holds that principals are the key change agents in schools (Cronin, 1963; Stewart, 1968; Swaab, 1972; Holdaway and Seger, 1967; and MacKay, 1966). From this it would follow that

principals with high PEP ratings would be more likely to initiate and facilitate progressive educational changes in their schools than principals with low PEP ratings. Using the average PEP score as the delimiting point for all the principals, it appears that nine of the seventeen principals would probably encourage the implementation of progressive changes in their schools.

Contrary to the preceding implications, Goodlad (1971) relates that the process of fundamental reconstruction must go beyond the principal who merely facilitates changes within the content of the school and include the personnel on the job. This suggests that the adoption of changes within the school depends upon the progressiveness of the principal as well as his staff. On this basis, it would be statistically possible to isolate those inner city schools which would be most likely to adapt, facilitate, and perhaps succeed in the implementation of progressive changes.

Another aspect of this study dealt with the relationship between progressivism and selected personal-professional variables. On the basis of 'a priori' categories for nine variables, mean PEP scores were compared for significant differences. It may be concluded that:

(a) Teachers desiring committee involvement were statistically more progressive than teachers not desiring involvement;

(b) Teachers who recently returned to university for professional improvement tended to be statistically more progressive than teachers who had not returned recently; and

(c) Teachers of kindergarten, grade four, and special education were statistically more progressive than teachers of other elementary grades.

Since teacher participation on program development committees is on a voluntary basis, conclusion (a) above reveals that committees would be comprised primarily of progressive volunteers. In accordance it would be anticipated that such committees would be inclined to introduce changes or innovations based on children's interests and needs, equality and warmth in interpersonal relationships, internal discipline, liberal social beliefs, emphasis on problem solving, and a morality based on social and individual responsibility (Kerlinger, 1958).

Accepting the premise that the preceding progressive characteristics are desirable, and accepting conclusion (c) that teachers returning to university are more progressive than teachers who do not return to university, it seems appropriate that school boards and teacher's associations should continue to encourage their teachers to return to university for professional improvement.

It is not surprising that kindergarten and special education teachers were more progressive than other elementary teachers, however it is interesting that grade four teachers were statistically more progressive than other elementary grade teachers. It could be that the grades one and six teachers were formally and informally pressured to sequentially cover prescribed content in preparation for subsequent grades and programs, while grade four teachers were given greater flexibility in the sequential coverage of given programs.

No significant differences were found for the comparison of means based on years university education; years work experience in education; intrasystem mobility; marital status; sex; and place of earliest certification. Despite the lack of statistical significance, investigation of the comparisons revealed noticeable trends between the means in each of the 'a priori' categories.

On the basis of Pearson product-moment correlation coefficients, conclusions may be made that progressive teachers tended to have more university education, and returned to university for professional improvement. On the other hand, conclusions may be made that with greater experience and intrasystem mobility, inner city teachers tended to be less progressive. The grade of the teacher did not appear to significantly correlate with teacher progressivism.

Goals. Principals and teachers statistically agreed that the most important goal for inner city education was to help students develop a positive self-concept. Second to the student's positive self-concept, teachers and principals in this study agreed that it was necessary to meet the individual needs of inner city students through relevant curriculum offerings and appropriate learning environments. It seems consistent that these two goals receive top priority in the educational process involving disadvantaged children, since the student's positive self-concept may be enhanced by relevant curriculum offerings.

Interestingly, teachers and principals in this study showed least concern for the health and physical well-being of inner city students. This finding might have been the result of research methodology since part one of the instrument involved a forced choice

design in the ranked ordering of five educational goals.

A review of the literature and research seems to indicate that health and physical development are major concerns in inner city education. The importance of this concern was revealed by Grierson (1972) who found that statistically significant differences existed between inner city children and suburban children regarding health, nutrition, and physical development.

A review of the literature seems to indicate that compensatory education however useful, cannot of itself solve the educational problems of disadvantaged inner city residents. It seems apparent that a serious program for the abolition of school failure among disadvantaged children must also include improvements in their economic condition, health, and nutritional status.

Perhaps the teachers and principals in this study recognized the importance of the student's health and physical well-being. However they may have felt that this aspect of compensatory education might be dealt with more effectively by other agencies.

Involvement. The findings warrant the conclusion that the majority of teachers desire involvement in the development of educational programs for the purpose of equalizing educational opportunities. Of the five program development areas, teachers were primarily interested in the area of curriculum development. These two findings imply that (a) teachers recognized a need for educational improvements in inner city schools; and (b) teachers were not satisfied with the intended learning outcomes, instrumental content, and teaching strategies that were being implemented in inner city classrooms.

Though the majority of principals also expressed interest in the development of educational programs, their apparent lack of interest in the area of parental involvement seems somewhat unusual. This finding seems even more intriguing since a large proportion of teachers expressed interest in educational programs involving parents. Perhaps the resultant differences in interest areas between principals and teachers might be partly attributable to the fact that teachers are directly and continually involved with student progress while principals are only indirectly involved because of their facilitative roles. Perhaps the differences in interest areas might be attributable to the fact that principals are constantly communicating with parents, not infrequently for unpleasant reasons; hence, principals may be eager to limit their contact with parents by directing activities such as parental involvement toward his teachers.

The teachers, unlike the principals, seemed to statistically support the viewpoints of Gene Fusco (1966:145) who relates:

> In light of the great weight of evidence that the intellectually and culturally restricted home life of socially disadvantaged children places heavy obstacles in their path for succeeding in school, many believe that inner city schools should make extraordinary efforts to assist parents in overcoming such obstacles.

Regarding teacher interest in committee work, it is important to note that the respondents based their decisions on the condition that teacher released time would be provided for their involvement in program development. In support of teacher released time, Goodlad (1970:425) asserts that, "it should be provided on company time and at company expense." Clearly, if equalized educational opportunities are to be extended to disadvantaged inner city children, it is not

only important to recruit but also to retain dedicated teachers and according to Richard W. Burns (1969:422) this may be accomplished by "rewarding the staff involved - build into the project a system of incentives such as teacher released time or extra compensation."

Suggestions for Further Research

In the investigation of problems related to disadvantaged children, studies have frequently incorporated urban-suburban comparisons. Since this investigation was restricted to inner city education, it may be fruitful to compare the results of this study with the results of a similar suburban study.

It is often assumed that schools with progressive teachers and principals are inclined to implement numerous educational changes and innovations. A study could investigate the number of innovations implemented in inner city schools and compare this with teacher and principal progressivism.

A few of the inner city schools in the Edmonton Public System have received supplementary grants from the provincial government. These funds were meant to equalize educational opportunities for disadvantaged children. Depending on the schools, these funds were used for purposes such as: reducing actual classroom loads; providing extra administrative time; employing specialists in reading; purchasing educational equipment; employing teacher aides; providing preparation time for teachers; and subsidizing field trips. A study could be designed to measure the effects of these organizational enhancements in relation to the amount of increased expenditures and

the subsequent period of subsidization.

In conclusion, it remains imperative that principals and teachers keep the dignity of the individual foremost in their minds while investigating problems related to education in the inner city.

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APPENDIX A

Questionnaire

QUESTIONNAIRE - TEACHER PERCEPTIONS

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PART ONE: GOALS

Teachers of inner city schools are generally aware of the complexities associated with the education of disadvantaged inner city students.

As a teacher directly familiar with the problems unique to your students, please rank order the following goals as you would like to see them emphasized in your school.

Rank order the following goals by using the numbers 1 through 5, where 1 would represent the highest priority.

GOALS

_____ Improve the health and physical well being of all inner city students.

_____ Help inner city students establish a positive self concept.

_____ Help inner city students realize their own potential.

_____ Meet individual needs of inner city students through relevant curriculum offerings and appropriate learning environments.

____ Help inner city students improve their human relations skills.

PART TWO: INVOLVEMENT

Below is a list of five program areas that could be enriched in order to improve the quality of education for inner city students. Review the examples provided for each of the five program areas and then respond to the two questions which follow.

A. PARENTAL INVOLVEMENT (some examples)
- Social activities at the school;
- Education of parents;
- Parents as resource people;
- Home visitations.

B. CURRICULUM (some examples)
- Sequential health programs;
- Non graded language arts programs;
- Guidance counselling programs;
- Extracurricular programs.

C. ORGANIZATIONAL PATTERNS (some examples)
- Introduction of teacher released time;
- Alteration of school day or year;
- School plant designs;
- Kindergartens.

D. STAFFING (some examples)
- Introduction of incentives;
- Inservice;
- Selection of staff;
- Differentiated staffing.

E. COMMUNITY RESOURCES (some examples)
- Parks and recreation;
- Health department;
- Welfare department;
- Community leagues.

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QUESTIONS:

1. Given teacher released time and given an opportunity, would you be interested in working on a committee to develop one aspect of a program area for the inner city?

(1)____ Yes (2)____ No (3)____ Undecided

2. If you answered yes in the above question, which general area of program development would you choose? Check one.

(1)____ Parental involvement	11
(2)____ Curriculum	12
(3)____ Organizational Patterns	13
(4)____ Staffing	14
(5)____ Community Resources	15

PART THREE: EDUCATIONAL PRACTICES

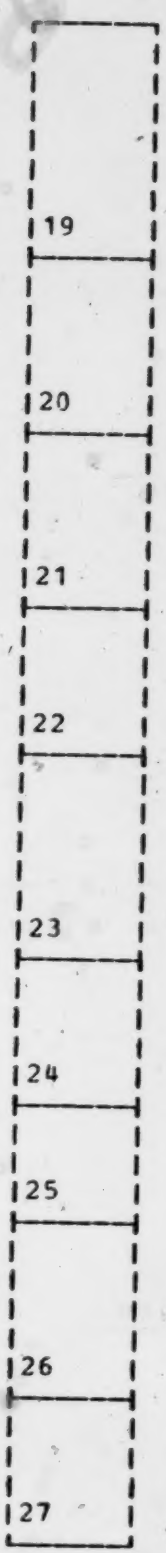
Given below are 20 statements on educational ideas and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters and this opinionnaire is an attempt to let you express your beliefs. Respond to each of the items as follows:

SA - Strongly Agree	SD - Strongly Disagree
A - Agree	D - Disagree
MA - Mildly Agree	MD - Mildly Disagree

Indicate your opinion about each statement by drawing a circle around the appropriate response. Be sure to circle a response after every statement.

		office use only
1. The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.	SA A MA MD D SD	16
2. No subject is more important than the personalities of the pupils.	SA A MA MD D SD	17
3. Schools of today are neglecting the three R's.	SA A MA MD D SD	18

4.	The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control and a teacher who is an expert supplying direction, guidance and control.	SA	A	MA	MD	D	SD
5.	Teachers, like university professors, should have academic freedom - freedom to teach what they think is right and best.	SA	A	MA	MD	D	SD
6.	The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.	SA	A	MA	MD	D	SD
7.	Teachers should encourage pupils to study and criticize our own and other economic systems and practices.	SA	A	MA	MD	D	SD
8.	The traditional moral standards of our children should not just be accepted; they should be examined and tested in solving the present problems of students.	SA	A	MA	MD	D	SD
9.	Learning is experimental; the child should be taught to test alternatives before accepting any of them	SA	A	MA	MD	D	SD
10.	The curriculum consists of subject matter to be learned and skills to be acquired.	SA	A	MA	MD	D	SD
11.	The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.	SA	A	MA	MD	D	SD
12.	One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.	SA	A	MA	MD	D	SD



13.	The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.	SA	A	MA	MD	D	SD	28
14.	Discipline should be governed by long-range interests and well established standards.	SA	A	MA	MD	D	SD	29
15.	Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction.	SA	A	MA	MD	D	SD	30
16.	Right from the very first grade, teachers must teach the child at his own level and not at the grade he is in.	SA	A	MA	MD	D	SD	31.
17.	Children should be allowed more freedom than they usually get in the execution of learning activities.	SA	A	MA	MD	D	SD	32
18.	Children need and should have more supervision and discipline than they usually get.	SA	A	MA	MD	D	SD	33
19.	Learning is essentially a process of increasing one's store of information about the various fields of knowledge.	SA	A	MA	MD	D	SD	34
20.	In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the ideologies of other political systems.	SA	A	MA	MD	D	SD	35

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PART FOUR: PERSONAL-PROFESSIONAL DATA

Place a check in the blank that best describes your status.

1. In which GRADE do you do MOST teaching this year?

(1)____ One (6)____ Six

(2)____ Two (7)____ Kindergarten

(3)____ Three (8)____ Special Education

(4)____ Four (9)____ Equally in two grades,

(5)____ Five specify_____ 36

2. For how many full years of teacher education are you paid?

(1)____ One (5)____ Five

(2)____ Two (6)____ Six

(3)____ Three (7)____ Seven

(4)____ Four 37

3. Where did you obtain your EARLIEST CERTIFICATION FOR TEACHING?

(1)____ In Alberta

(2)____ In another Canadian province

(3)____ In England, Scotland or Wales

(4)____ In the United States of America

(5)____ In Continental Europe

(6)____ In Australia or New Zealand

(7)____ In Asia

(8)____ Somewhere not listed here, specify

_____ 38

4. In what year did you last attend a credit course at a university?

(1)____ Before 1960 (3)____ 1965 to 1969

(2)____ 1960 to 1964 (4)____ 1970 to 1973

39

5. Counting the present school year, what is your TOTAL NUMBER OF SCHOOL YEARS of full-time experience in the field of education as a teacher, administrator, counsellor, etc.?

(1)____ One Yr.

(2)____ Two Yrs.

(3)____ Three to Four Yrs.

(4)____ Five to Nine Yrs.

(5)____ Ten to Fourteen Yrs.

(6)____ Fifteen to Nineteen Yrs.

(7)____ Twenty to Thirty Yrs.

(8)____ Over Thirty Yrs.

40

6. Since you began teaching for this school system, in how many DIFFERENT schools have you taught?

(1)____ One (5)____ Five

(2)____ Two (6)____ Six

(3)____ Three (7)____ Seven to Ten

(4)____ Four (8)____ Over Ten

NAME THE SCHOOLS:

(1)_____ (5)_____

(2)_____ (6)_____

(3)_____ (7)_____

(4)_____ (8)_____

41

7. Marital status?

(1)____ Single (2)____ Widowed, divorced, separated

(3)____ Married

42

8. Sex?

(1)____ Male (2)____ Female

43

44

On the bottom of this page please add any comments that you may wish to make about aspects covered in this questionnaire.

Thank you for your cooperation.

K. GIL OISHI

APPENDIX B

Letters

EDMONTON PUBLIC SCHOOLS
10010 - 107A Avenue Edmonton Alberta T5H 0Z8 Telephone (403) 429-5621

Board of Trustees
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Mr. J. H. Finlay
Associate Superintendent
Mr. G. P. Nicholson
Associate Superintendent

February 11, 1974

Mr. W. A. Kiffiak
Administrative Assistant
Division of Field Experiences
University of Alberta
EDMONTON, Alberta

Dear Mr. Kiffiak

Re: RESEARCH REQUEST - K. Gil Oishi

This project has been approved on a permissive basis following examination by our department and consultation with staff of our Curriculum Department. Mr. Oishi is one of our staff members on leave of absence and our Inner City Schools Committee is most interested in the results of his study.

Three principals have tentatively agreed to participate in the pilot project for the study; the schools for the main study can be selected after Mr. Oishi has completed the pilot.

Mr. Oishi should now contact the following principals to obtain final approval and to make the arrangements necessary for conducting the study:

Mr. L. Hubick, principal, R.J. Scott Elementary (477-2897)
Mr. D. Ross, principal, Glendale Elementary (489-4300)
Miss E. McArthur, principal, Prince Rupert Elementary (454-8785).

I would appreciate receiving a copy of the results of the study as soon as they are available.

Sincerely

Tom Blowers, Ph.D.
Director of Research
Research & Evaluation

TAB/ks
c.c. Dr. L. Gue
Gil Oishi
L. Hubick
D. Ross
Miss E. McArthur
T. Remple
N. Spillios
W.R. Prunkl
D. Asheton-Smith
T.R. Campbell
R.S. Melnychuk
H. Graeme Chester

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

February 13, 1974

Dear Principal

I am requesting your cooperation in the distribution and early completion of the enclosed questionnaires.

Your facilitation in the following tasks would be appreciated:

1. Provide each teacher in your school (including the vice principal) with one brown envelope and one questionnaire.
2. Complete one questionnaire yourself and place it in the envelope marked "principal."
3. Provide a method whereby these sealed questionnaires may be collected shortly after distribution.

It would be most helpful if you could have all the questionnaires collected within one week of your distribution date, whereupon I will be picking up the questionnaires.

Should the forementioned procedures create any difficulties or unduly impose upon your administrative time, I would be quite willing to consider other means of distributing and collecting questionnaires.

A computer copy of analyzed data will be forwarded to you upon completion of this research project. Since the data will be analyzed collectively, teachers may be assured that all responses will remain anonymous. In accordance, names will not be required on questionnaires and envelopes. You may also be assured that the name of your school will be kept anonymous.

Thank you in advance for your cooperation in the distribution and collection of the enclosed questionnaires.

Sincerely

K. Gil Oishi

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

March 11, 1974

Dear Colleague

I am a teacher on leave from the Edmonton Public School System. In researching the complexities associated with the education of disadvantaged inner city pupils, I am requesting your cooperation in the completion of the attached questionnaire. Since the questionnaire is designed to take a minimum of your valuable time, I would like to request that you carefully read each question and provide responses for all questions.

A computer copy of analyzed data will be forwarded to your school upon completion of this research project. Since the data will be analyzed collectively, you may be assured that all responses will remain anonymous. In accordance, names will not be required on questionnaires and envelopes.

Upon completion, please insert your questionnaire in the envelope provided, and return it to your principal who will pass it on to me. Thank you in advance for your cooperation.

Sincerely

K. Oishi

Gil Oishi

GO/ks

EDMONTON PUBLIC SCHOOLS

10010 - 107A Avenue Edmonton Alberta T5H 0Z8 Telephone (403) 429-5621

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Superintendent
Mr. T. W. Meen
Secretary-Treasurer
Mr. J. H. Finlay
Associate Superintendent
Mr. G. P. Nicholson
Associate Superintendent

March 21, 1974

(Personalized letters to each of the seventeen principals in the sample.)

Thank you for your cooperation in the distribution and collection of my questionnaires during the second week of March. I would further like to relate my appreciation for your friendly hospitality and constructive discussion concerning problems encountered in the education of your student clientele.

Since most of the questionnaires have now been completed and returned to Karen St. Cyr of the Research Department, it is anticipated that an analysis of the data could be done within the next few weeks. A copy of the results will be sent to your school upon collection of the questionnaires and the subsequent data analysis. It is hoped that the results of this survey will help you to better understand the perceptions of your staff members and in so doing facilitate your efforts in the administration of your school.

May I remind you that the data will be analysed and recorded in a manner which allows complete anonymity for the teachers, principals and schools.

Thank you for your support in this study.

Sincerely

K. G. Oishi

KGO/ks
c.c. Dr. Tom Blowers

APPENDIX C

Raw Data

EXPLANATION OF RAW DATA PRINTOUT

Card Columns	Section of Questionnaire	Nature of Questionnaire Item
1-2		School identification
3-4		Respondent identification
5-9	part one	Goals
10	part two	Involvement
11-15	part two	Interest area
16-55	part three	Educational practices
56-58	part three	PEP score
59-67	part four	Personal-professional

```
$RUN -LOAD#
10:
```